DOCUMENT RESUME

ED 150 210 UD 017 776

AUTHOR Killalea, J. Neil
TITLE The Sources of Metropolitan School Segregation; An Analysis of Seventeen Large Urban Areas.
PUB DATE Oct 77
NOTE 33p.; The report was prepared by Killalea Associates, Inc.; Some pages may not reproduce clearly due to print quality

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS City Demography; *Metropolitan Areas; *Neighborhood; Racial Distribution; Racial Segregation; *School Demography; *School Districts; *School Integration; *School Segregation; School Zoning; Statistical Analysis; Statistical Data

ABSTRACT

The focus for most school desegregation analysis has been the school district. Segregation among neighborhoods in many school districts is such that if children are assigned to schools in their neighborhoods, they may be segregated in the schools. A problem that arises in analyzing a particular school district is the extent to which neighborhood segregation contributes to segregation in the schools. Several court cases, however, have raised a broader issue: Within a metropolitan area encompassing several school districts, to what extent do the boundaries between the districts contribute to segregation in the area as a whole? Stated another way, how much of the segregation in a metropolitan area is attributable to segregation within each of the districts, and how much to the existence of district boundaries? A method for obtaining quantitative answers to these questions was applied to 17 large city school districts and their surrounding areas. The results of this study are reported in this paper. The method and procedure for analyzing sources of metropolitan segregation are explained. Statistical data are presented for the 1972-73 school year. (Author/GC)

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The Sources of Metropolitan School Segregation
An Analysis of Seventeen Large Urban Areas

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I. INTRODUCTION

The focus for most school desegregation analysis has been the school district. The segregation among neighborhoods in many school districts is such that, if children are assigned to schools in their neighborhoods, they may be segregated in the schools. A problem that then typically arises in analyzing a particular school district is the extent to which the segregation in the neighborhoods does in fact contribute to segregation in the schools.

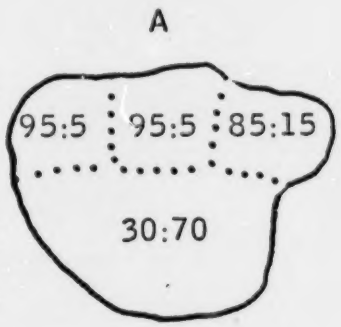
Several court cases -- most notably, Richmond, Detroit, and Wilmington -- have raised a broader issue: Within a metropolitan area encompassing several school districts, to what extent do the boundaries between the districts contribute to segregation in the area as a whole? Stated another way, how much of the segregation in a metropolitan area is attributable to segregation within each of the districts, and how much to the existence of district boundaries? In an earlier study we developed a method for obtaining quantitative answers to these questions.* This paper reports on the application of that method to 17 large city school districts and their surrounding areas.

*Alternative Measures of School Desegregation, G. E. Pugh, J. N. Killalea, Killalea Associates, Incorporated, June 1976 (draft), sponsored by the Office of the Assistant Secretary for Education (Policy Development) through the Educational Policy Research Center, Stanford Research Institute.

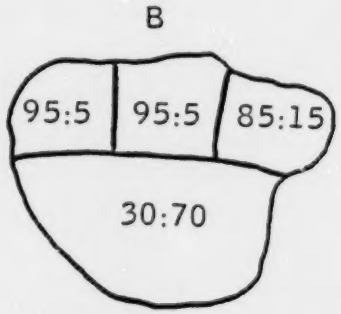
II. METHOD

It is helpful to think of metropolitan segregation in terms of two hypothetical districts.

The first sketch shows school district A, in which there are several neighborhoods, delineated by dotted lines. The racial composition of each neighborhood is noted; the entry 30:70 indicates that the neighborhood has 30 percent white children and 70 percent minority children in the public schools. The larger area, with 30:70 composition, can be thought of as the downtown area. It is obvious that, if students are assigned only to schools in their immediate neighborhoods, the district would be highly segregated. The typical desegregation requirement calls for such districts to assign students in a way that overcomes the racial isolation inherent in residential areas. Often this remedy calls for assigning students who live in one neighborhood to schools located in another neighborhood.



The second sketch posits another area, B, of exactly the same size, enrollment, and distribution of minority population as Area A. The difference is that the neighborhoods are now assumed to be individual school districts, as noted by the solid lines between them. The large district, which can be thought of as the center city, still has 70 percent minority enrollment, but now these children cannot be assigned to schools in other neighboring districts. If the minority children in the downtown part of district A are considered to suffer a loss of educational opportunity because of the separation of minorities into neighborhoods, are the minority children in the center city of Area B less subject to that loss?



The answer to this specific question is no. That is not to say, of course, that the existence of such segregation in a metropolitan area will

by itself be sufficient to move the courts or HEW to seek a remedy that crosses district boundaries. It appears that the need for a remedy will depend on the extent to which state and local actions may have led to the formation of boundaries and to the racial isolation between the districts. In this sense, the subject of metropolitan segregation must be area-specific. There are, however, some interesting questions that can be addressed without consideration of legal issues. How widespread is the kind of segregation evidenced in Area B? What kinds of areas are most segregated? To what extent could segregation be reduced by alternative strategies in such areas? Finally, if a remedy were to be sought in such an area, how many student transfers and how much transportation would be required?

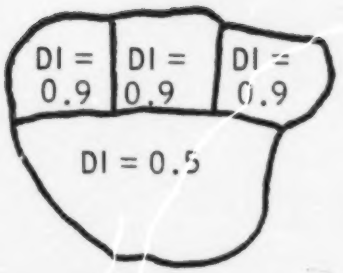
As a first step in approaching some of these questions, a simple, easily applied procedure has been developed for calculating the effect of school district boundaries on the level of segregation in metropolitan areas. In particular, the procedure apportions total metropolitan segregation into:

- That part due to segregation within the central city
- The part due to segregation within each suburb
- The part due to segregation among the suburbs (that is, due to boundaries between the suburbs)
- The part due to the boundary between the central city districts and its suburbs.

This analysis of sources of metropolitan segregation employs the Desegregation Index (DI). The DI measures the interracial contact in schools relative to the maximum contact attainable. It runs on a scale of zero to 1.0, a value of 1.0 corresponding to a situation in which each school is at the racial composition of the district.* A series of four DIs is computed. Each is computed for the entire metropolitan area as though it were a single district; stated another way, it analyzes segregation in situations like Area B but analyzes them as though they were like Area A.

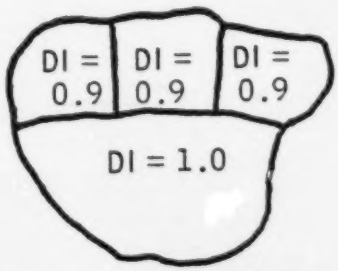
*See Alternative Measures, op. cit., for mathematical definition.

To help in visualizing the procedure, the sketch of Area B is repeated. For each of the districts in Area B, the entry indicates the present DI. As can be seen, the suburban districts in this hypothetical situation have very high DIs, and the central district has a relatively low DI. An area-wide desegregation index, DI_1, is now computed as though the area were a single district. Its value is 0.2. This result, although hypothetical, is typical of many areas: the level of area-wide desegregation is low even though many of the area's components have a high DI, and it is lower than any of the component DIs.



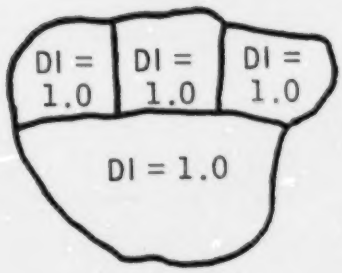
Area $DI_1 = 0.2$

There are several ways in which the area-wide desegregation level could be increased, and we now wish to determine the contributions of each of these ways. First, since the DI in the central city district is only 0.5, what would be the effect on area-wide desegregation if this district were completely desegregated, assuming that in the suburbs nothing is changed? This level, denoted as DI_2, is calculated by altering the student assignment data in the central city district so that each of its schools has exactly the racial composition of the district's enrollment as a whole. Thus, the DI of the central city district becomes 1.0, as indicated in the next sketch. In this instance, the new area desegregation level, DI_2, becomes 0.4, an increase of 0.2 in the index from the starting condition. Another way to express the result is to note that segregation within the central city district is responsible for 25 percent of area-wide segregation. (The central city segregation is responsible for a change of .2 in the DI, out of a total possible change of .8.)



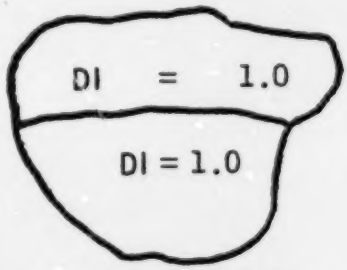
Area $DI_2 = 0.4$

A second question is, How much of the segregation in the entire area can be attributed to segregation within each of the suburban districts? This is equivalent to asking how much the area DI would increase (above DI_2) if, in addition to complete desegregation within the central city district, each of the suburban districts were to completely desegregate (with the constraint that no reassignments are made across any district boundary.) The new level of area-wide desegregation, DI_3, does not change from $DI_2 = 0.4$. (It changes by less than one-tenth.) This could have been expected in this example because the suburbs were already very highly desegregated; and, again, this is typical of the situations actually studied.



Area $DI_3 = 0.4$

Another possibility is that area-wide segregation is affected by the boundaries between suburbs (not including the boundary between the central city district and its suburban districts). This situation can be explored by permitting student reassignment across the boundaries of suburbs but not across the boundary lines separating the central city district and the suburbs. This situation is depicted in the next sketch, and the new area-wide desegregation level, DI_4, is also seen not to change noticeably from the starting condition. Again, this could have been expected because suburban districts in this hypothetical case had very similar racial compositions.*



Area $DI_4 = 0.4$

The only remaining source of segregation in the area as a whole is the boundary between the central city district and its suburbs. Calculating the effect of this source is very simple. Total segregation in the area, 1 - 0.2 = 0.8, was reduced by 0.2 when the central

*The result could not have been predicted solely, however, on the basis of the DIs of the individual districts; both a heavily white and a heavily minority district could have high DIs, but the level of between-district desegregation would be very low.

city district was completely desegregated; the other two potential sources reduced segregation insignificantly. Thus, 0.6 out of the total area-wide segregation of .8 is attributable to the boundary between the central city district and its suburban districts.

The results of this hypothetical case can be presented in the following format:

Percent of Area Segregation Caused by Not Desegregating:			
Center City	Each Suburb	Suburban Ring	City With Suburbs
25.0	0.0	0.0	75.0

The reader should be cautioned that percentages can be misleading unless reference is also made to the actual desegregation level in the area. If the city-suburb boundary contributes, say, 90 percent to an area's existing segregation, the result might be construed as suggesting the need for eliminating the boundary. But this would be unnecessary if the present level of area desegregation is already high.

In applying this methodology to specific metropolitan areas, it is important how one defines the area. In turn, this depends on the purpose of the analysis. Some analysts have studied segregation in terms of an entire standard metropolitan statistical area (SMSA), as defined by the Bureau of the Census. This approach may be interesting for general demographic analyses, but it is less relevant (and can actually be misleading) in the context of desegregation. Many SMSAs cover very large geographic areas; even if an analysis shows that an SMSA as a whole is highly segregated, its utility is extremely limited by the fact that a plan to correct the problem would require interdistrict busing of two hours or more. One might think that techniques developed for within-district desegregation planning could be used to get around this problem -- for instance, transferring District 1's minority children to District 2, then transferring District 2's minorities to District 3, and so on, eventually reaching the perimeters of the SMSA. But a review of the demography of most SMSAs scotches this hope.

defined as part of the center city or as a suburb depending on how much of its area is in either place.

In some areas, it was necessary to "construct" a central city school district. Phoenix, for example, operates separace high school and elementary districts. The high school district enrolls approximately 30,000 while the district called "Phoenix Elementary" enrolls less than 10,000 students. Obviously, many other elementary students are feeding into the high school system. We therefore developed for Phoenix a construct that includes the elementary districts that can be ascertained from maps and OCR files to be within the city. Somewhat the same procedure was employed for Houston and San Antonio. A check with the state education agencies confirmed the location of these school districts.

In Detroit and Indianapolis, the constraints defined above were replaced by the stipulation that the analysis would consider as suburbs those districts considered in their respective court cases. Two of the 54 districts listed in the Detroit case do not appear in the OCR files used for this analysis. It may be noted that the districts considered in the Detroit metropolitan case extend about 6½ miles beyond Detroit; this tends to confirm that the four-mile limit is relatively conservative.

Although the list of suburbs that result from applying these criteria (and from limitations in the data) might differ from a list that a resident of the area would draw up, we believe that the general results obtained from the analysis would not significantly change through a change in the districts included as accessible suburbs. The Appendix lists, for each central city area, the suburbs considered in the analysis.

Finally, the analysis is based on a survey of the 1972-73 school year, following which there have been changes in several of the areas studied here.

It seems clear that the metropolitan area to be considered in practical desegregation planning is one in which it is conceivable that a plan could be developed that would include all parts of the area. Our earlier study, referred to above, and the present study both attempt to define areas in this way. The difficulty, of course, is that the convenience of a Census definition must be replaced by a judgment. The earlier study chose a definition of suburbs as contiguous or "near" the central city, where nearness was defined for each SMSA approximately in terms of the population density. We argued that travel time will be related to the density of the population through which pupils would have to be transported. The present analysis defines accessibility even more restrictively -- for most areas, a suburb is considered as accessible if it is within four miles of the perimeter of the central city.

The intent of the analysis was to apply this method to the school districts of the nation's 20 largest cities (which is not the same as the 20 largest school districts.) The list of 20 areas was reduced to 17. New York was excluded because its size appears to preclude a meaningful analysis when a four-mile limitation is imposed on the definition of suburb. St. Louis data could not be obtained from the files of the Office for Civil Rights in form for use in the analysis. Washington, D. C. was dropped because metropolitan desegregation would entail crossing state lines.

In actual application, the four-mile limit required judgments on what districts to include or exclude. In Memphis, the only "suburb" is Shelby County, which extends beyond four miles; in this instance, the entire county was included. Baltimore and New Orleans are also surrounded by county or parish school districts, so the identified suburbs extend far beyond the four-mile limit. In many cities, it is difficult to tell from maps and computer files the location of a small district. When the name of the school district did not provide the necessary information, the superintendent location (as listed on the file of the Office for Civil Rights for 1972) was used to identify the location of the school district. In a number of areas, however, districts list their superintendent location as in the city but are known to be suburbs. In some areas, a district (other than the central city district) crossed the city lines; it was

III. RESULTS

Table I presents data on each of the areas studied and the results in terms of percentage contributions. The first nine columns list the data used in the analysis: enrollment, percent minority, and the DI in 1972, grouped by central city district, suburbs as a group, and the entire defined area (the sum of the central city and the suburbs). The areas are listed by enrollment of the central city. The ninth column, the DI for the area as a whole in 1972, serves as the base against which alternative desegregation options are considered. The last four columns show the percentage of the segregation due in 1972 to not desegregating:

- The central-city district
- Each suburb within its own boundaries
- Across all suburbs (as a single ring)
- The central-city district with the suburban ring.

The results can be interpreted by reference to the first row of the table. Los Angeles' enrollment of 621,000 was 53 percent minority in 1972, and its nearby suburbs of 215,000 students were 33 percent minority. The entire defined area enrolled 836,000 students with 48 percent minority. The DI in the central city was only 0.44, while in the suburbs it was 0.77. The DI of the entire area was 0.50. Segregation within the city itself accounts for 83 percent of the source of area-wide segregation, and the other sources account for very little.

The areas have much in common. Most of the central cities have substantial proportions of minority enrollment, only three having a proportion less than 40 percent. Most have a low DI. The suburbs of most of the areas have relatively low proportions of minority students (the Los Angeles suburbs are highest, with 33 percent); and the suburban DIs in most areas are relatively high (only in the Chicago area is the suburban DI lower than that of the center city). The area DI is generally lower than either the center city or suburban DI.

The pattern reviewed above for Los Angeles is mirrored for most of the other areas. In 12 areas, including Los Angeles (and treating Phoenix elementary and secondary as one area), more than 50 percent of the area segregation can be attributed to segregation within the central city school

Table I.

Metropolitan Segregation in 17 Selected Large City School Districts (1972)

	Enrollment (000s), Percent Minority, and DI									Percent of Area Segregation Caused by Not Desegregating:			
	Center City			Suburbs			Area						
	Enr.	% Min.	DI	Enr.	% Min.	DI	Enr.	% Min.	DI	Cent. City	Each Sub.	Sub. Ring	City w/ Subs.
Los Angeles, CA	621	53	.44	215	33	.77	836	48	.50	83	3	8	6
Chicago, ILL	553	69	.31	230	11	.60	783	52	.26	56	1	5	38
Philadelphia, PA	283	65	.32	82	5	.95	365	51	.27	66	0	0	34
Houston, TX	283	50	.36	109	18	.73	391	41	.39	79	5	2	14
Detroit, MI	277	69	.40	468	4	.41	744	29	.22	29	2	10	59
Baltimore, MD	187	69	.31	209	8	.83	396	37	.27	41	3	1	55
Dallas, TX	154	49	.42	138	11	.60	293	21	.39	58	4	9	28
Cleveland, OH	145	60	.20	151	9	.38	296	34	.18	51	1	13	35
Memphis, TN	139	58	.21	23	28	.79	162	54	.27	90	3	0	6
Phoenix, AR(Elem)	101	25	.53	56	15	.79	157	22	.59	83	10	4	3
Phoenix, AR(Sec)	31	24	.64	40	9	.94	72	16	.72	77	4	4	15
San Antonio, TX	129	79	.66	69	22	.85	197	59	.51	31	5	2	61
Milwaukee, WI	128	34	.33	89	1	.97	217	21	.29	77	0	0	23
San Diego, CA	124	26	.62	133	17	.81	258	22	.70	69	8	19	4
New Orleans, LA	104	76	.42	80	20	.91	184	52	.43	41	3	1	54
Indianapolis, IN	98	40	.44	77	4	.87	175	24	.40	69	1	1	29
Boston, MA	96	40	.42	165	4	.88	261	17	.40	60	1	2	36
San Francisco, CA	82	68	.92	31	27	.92	113	57	.79	23	7	2	67

district. Neither within-suburb nor across-suburb segregation accounts for very much of the area segregation; in 12 of the areas, these two sources when combined contribute less than 10 percent of area segregation.

There are five areas, however, in which the boundary between the central city and the suburban districts accounts for more than 50 percent of area-wide segregation: Detroit, Baltimore, San Antonio, New Orleans, and San Francisco. There are also several areas in which that boundary accounts for appreciable proportions of area segregation. Inspection of the data in the table suggests that much of the difference in the results between these areas and the others in the table can be traced to a combination of factors: the relative size of the central city and its suburbs, difference in percent minority, and the DIs in the city and suburbs. All five of the areas listed above enroll at least 68 percent minority students, while their suburbs enroll much lower proportions. In spite of the fact that Detroit's DI is relatively low (0.40), it is the great difference in proportion minority that accounts for the city-suburb boundary being the principal source of area segregation. But that is not the whole story. Detroit's suburbs (an approximation to the suburbs listed in the court order) enroll 468,000 children, of whom only 5 percent are minority.

What, then, accounts for the city-suburb boundary causing so much (61 percent) of the segregation in the San Antonio area? This central city has the highest minority population, but its suburbs also enroll substantial (22 percent) proportions of minority students. The answer lies in this city's DI, which at 0.66 is the second highest in the 17 cities. This implies that San Antonio (like San Francisco) is well desegregated, so that the bulk of area segregation is probably going to be caused by the city-suburb boundary. Tracing the interplay of enrollment, percent minority, and DI in the city and suburbs helps to explain the results for other areas.

The calculation for San Francisco reminds us that it can be misleading to look only at percentage contributions without reference to the actual level of desegregation already present. Put another way, the fact that 67 percent of segregation in the entire San Francisco area is due to segregation between the city and the suburban ring is not significant, since the

area DI is already 0.79, the highest of all the areas studied. The more meaningful test to determine the extent of segregation is to consider the increase in the area DI that would be created by removing one or another source of segregation. Using San Francisco as an example again, the remaining segregation in 1972 in the area was 0.21 (that is, 1 - 0.79), of which 67 percent could theoretically be removed if the boundary between the city and the defined suburbs were removed. Thus, if the city-suburb boundary were not an obstacle to desegregation, the area DI could be increased by 0.21 x 0.67 = 0.14, not a very large increase. In the Detroit area, in contrast, removing the city-suburb boundary would produce an increase in the DI of (1 - 0.22) x 0.59 = 0.46.

We can use this view of the results to obtain a sense of the relative importance of various desegregation actions in different metropolitan areas. If we had a limited number of desegregation actions, either intradistrict or interdistrict, that could be implemented, we would want to apply them to the areas in which they would have the greatest effect.* As one guideline we could rank the areas by the increase in the area DI that would be brought about by removal of a particular source of segregation. Such a ranking is shown in Table II.

Of the 15 desegregation actions having the greatest potential in reducing area segregation, all but three could achieve relatively large increases in level of desegregation simply by desegregating within the city. Interestingly, the three exceptions are Detroit, Baltimore, and New Orleans, all of which are defined to include suburbs beyond the four-mile limit that was generally applied in this analysis. For these three, the principal obstacle to further area-wide desegregation is the boundary between the central city and the suburbs. Some areas are listed twice, because more than one action represents a significant potential contribution to area desegregation. Cleveland, for instance, enters the list early, with within-city desegregation providing a potential increase in the area DI of 0.42;

*In actual practice, of course, the selection of areas for desegregation action is subject to other factors. Legal background is perhaps the most forceful. Another is the number of children involved.

Table II

Metropolitan Areas Ranked by Potential Increase in Area DI, by Desegregation Action

Memphis, TN	Within City	.66
Milwaukee, WI	Within City	.55
Philadelphia, PA	Within City	.48
Houston, TX	Within City	.48
Detroit, MI	City-to-Suburb	.46
Cleveland, OH	Within City	.42
Chicago, IL	Within City	.41
Indianapolis, IN	Within City	.41
Los Angeles, CA	Within City	.41
Baltimore, MD	City-to-Suburb	.40
Boston, MA	Within City	.36
Dallas, TX	Within City	.35
Phoenix, AR (Elementary)	Within City	.34
New Orleans, LA	City-to-Suburb	.31
Baltimore, MD	Within City	.30
San Antonio, TX	City-to-Suburb	.30
Cleveland, OH	City-to-Suburb	.29
Chicago, IL	City-to-Suburb	.28
Philadelphia, PA	City-to-Suburb	.25
Detroit, MI	Within City	.23
New Orleans, LA	Within City	.23
Boston, MA	City-to-Suburb	.22
Phoenix, AR (Secondary)	Within City	.22
San Diego, CA	Within City	.21
Dallas, TX	City-to-Suburb	.17
Indianapolis, IN	City-to-Suburb	.17
Milwaukee, WI	City-to-Suburb	.16
San Antonio, TX	Within City	.15
San Francisco, CA	City-to-Suburb	.14

and also ranks relatively high in the potential payoff of city-to-suburb desegregation. In the interest of completeness, each area is included at least once. This results in San Francisco entering the list, even though it would not receive any "action" until 11 other areas had received two "actions."

The finding that within-city segregation is the greatest source of area segregation in these areas seems to run counter to studies that have led to a general view that only interdistrict desegregation could have much effect in reducing segregation in metropolitan areas. Recall the discussion in the preceding section, in which we referred to studies that use different definitions of an area's suburbs. The findings across these studies are in fact consistent, and the apparent conflict can be explained by the different definitions. In other words, the selection of a very large (and populous) area as a suburb sets a situation in which there are two populations of substantial size and with very different proportions of minority students. In such a situation, the boundary between these populations is going to be the major source of area segregation. As the perimeter of the suburbs is drawn closer to the central city, these contrasts in total enrollment and in proportion minority become less sharp, and more of the segregation in the (more narrowly defined) area will be accounted for by segregation within the central city.

The varying definitions of suburbs reflect, of course, attempts to apply judgment regarding the feasibility, in terms of student transfers and busing times, of specific approaches to desegregation planning. Unaided by careful attention to the particularities of an area, it is difficult to suggest that one judgment is better than another in approximating what is and is not feasible. Building on the techniques developed in the earlier study, it is possible to replace these judgments by a method that would provide estimates of the number of students transferred and the busing burden for each of a number of alternative configurations of the metropolitan area. This method has not yet been implemented.

If such work goes forward, it must keep in mind a caution of extreme importance. Desegregation within a school district (or across districts) can be measured by comparing a given distribution of students by race or

ethnic group to the "best" that can be achieved, where the best is a distribution that results in each school's enrollment mirroring the racial distribution in the district as a whole. But if a district enrolls 85 percent minority students, a high value of a desegregation measure will still mean that most minority students in the district will be in a situation that many would regard as inadequate to assure equality of educational opportunity. In this view, results such as those presented in Table II must be considered from an additional perspective: How much increase would a specific action provide in meaningful interracial contract? Thus, for example, although in Chicago it is possible to increase the area DI substantially by within-city desegregation, the result would still be to leave all of the city's children in minority schools; with perhaps little more effort -- in terms of student transfers and transportation time -- a more meaningful desegregation could be achieved by interdistrict desegregation.

Appendix

DATA AND CALCULATIONS

This appendix describes the data that was used in calculating percentage contributions to metropolitan segregation in 17 areas. For each area, it lists the student enrollment, the percent minority, and the DI in 1972--both for the central city district and for the suburbs. The suburbs are listed individually. In most areas the central city school district is coterminous, or nearly so, with the city limits. In Phoenix, Houston, and San Antonio, the city contains a number of school districts. For these three areas, a central-city school district "construct" was developed to encompass the several school districts that were within city limits. The school districts that went to make up the constructs are listed for these three areas.

The display on the next page defines each of the entries in the computer printout.

OHIO 45

SMSA NUMBER	ENROLLMENT (4)	%MINORITY ENTIRE AREA (5)	%MINORITY ENTIRE SUBURBS (5)	NUMBER SUBURBS (6)	ACTUAL DI AREA (9)	ACTUAL DI SUBS (9)	DI-INTEGRATION SUBS ONLY (10)	DI-INTEGRATION CITY SUBS (10)	DI-INTEGRATION CITY RING (10)	SEGREGATION WITHIN SUBRBS (11)	SEGREGATION WITHIN CITY (11)	CONTRIBUTION CITY SUBURBS (11)	CONTRIBUTION BTWN SUBURBS (11)
80	116310	14	2	14	0.46	0.90	0.47	0.85	0.85	1	70	29	0

AREA DI ASSUMING INTERDISTRICT TRANSFER PROHIBITED: 0.55 (12)

	DISTRICT NAME (1)	ENROLLMENT (2)	% MINORITY (3)	DI (7)	DI HISTORY (8) 68	69	70	71	72	73
4504348	AKRON CITY SCHOOL DISTRICT	54329	29	0.52	0.51	0.52	0.51	0.51	0.52	0.52
4383	CUYAHOGA FALLS CITY	11269	1	1.00	0.99	0.00	1.00	0.00	1.00	0.00
4353	BARBERTON CITY SCHOOLS	7028	6	0.82	0.73	0.75	0.77	0.76	0.82	0.00
4483	STOW	6814	0	0.99	1.00	0.00	1.00	0.00	0.99	0.00
5006	SPRINGFIELD	5401	2	1.00	0.98	0.00	0.99	0.00	1.00	0.00
4416	KENT CITY	4415	4	0.96	0.91	0.00	0.93	0.00	0.96	0.00
4488	TALLMADGE	4319	1	1.00	1.00	0.00	1.00	0.00	1.00	0.00
4455	NORTON	4137	0	1.00	1.00	0.00	1.00	0.00	1.00	0.00
4998	COPLEY-FAIRLAWN	3832	3	0.99	0.99	0.00	0.98	0.00	0.99	0.00
4919	FIELD LOCAL	3507	0	1.00	1.00	0.00	1.00	0.00	1.00	0.00
4999	COVENTRY LOCAL SCHOOLS	3007	0	1.00	1.00	0.00	1.00	0.00	1.00	0.00
5000	EAST FRANKLIN LOCAL SCHOOL DIS	2901	0	0.99	1.00	0.00	1.00	0.00	0.99	0.00
4924	WATERLOO LOCAL SCHOOLS	1957	1	0.99	1.00	0.00	1.00	0.00	0.99	0.00
4997	BOSTON-NORTHAMPTON	1898	1	1.00	1.00	0.00	1.00	0.00	1.00	0.00
5003	MOGADORE	1506	0	1.00	1.00	0.00	0.00	0.00	1.00	0.00

A-2

DATA ENTRIES

1. District Name. Lists all school districts considered in the analysis. The center-city district is listed first. Suburbs are listed in order of enrollment.
2. Enrollment. Public school enrollment.
3. % Minority. Percent minority enrollment.
4. Enrollment. Total public school enrollment in the area.
5. % Minority. Percent minority enrollment in public schools in the area as defined (14 percent) and in the suburbs (2 percent).
6. Number suburbs. Self-explanatory.

CALCULATIONS

7. DI. The 1972 Desegregation Index.
8. DI History. The district DI for 1968 through 1973. Entries of 0.00 indicate that the district was not covered in that year's survey. Included as background.
9. Actual DI. The DI in 1972 for the area (0.46) and for the suburbs considered as a single ring (0.90).
10. DI - Integration. Area DIs for several conditions. "Subs only" is the case in which each suburb desegregates within its boundaries but the center city remains the same; the area DI is 0.47. "City Subs" is the area DI when the city and the suburbs desegregate completely within their boundaries; the area DI is 0.85. "City Ring" is the area DI when the city desegregates within itself and the suburbs desegregate as a single ring; the area DI is 0.85.
11. Segregation Contribution. The percentage contribution to area segregation of: within-suburb segregation (1 percent), within-city (70 percent), city-suburb (29 percent), and between suburbs (0 percent).
12. Area DI Assuming Interdistrict Transfer Prohibited. Area DI_1 divided by area DI_3. (Not used.)

MARYLAND 30 **********

SMSA NUMBER	ENROLLMENT	%MINORITY ENTIRE AREA	%MINORITY ENTIRE SUBURB	NUMBER SUBURBS	ACTUAL DI AREA	ACTUAL DI SUBS	DI-INTEGRATION SEGREGATION CONTRIBUTION SUBS ONLY	CITY SUBS	CITY RING	WITHIN SUBRBS	WITHIN CITY	WITHIN CITY SUBURBS	BTWN SUBURBS
720	395670	37	8	2	0.27	0.83	0.29	0.59	0.60	3	41	55	1

AREA DI ASSUMING INTERDISTRICT TRANSFER PROHIBITED: 0.45

	DISTRICT NAME	ENROLLMENT	% MINORITY	DI	DI HISTORY 68	69	70	71	72	73
3000090	BALTIMORE CITY PUB SCH	186600	69	0.31	0.29	0.29	0.30	0.30	0.31	0.31
120	BALTIMORE COUNTY	131987	3	0.89	0.87	0.88	0.88	0.88	0.89	0.88
60	ANNE ARUNDEL COUNTY	77083	13	0.83	0.81	0.81	0.81	0.81	0.83	0.86

MASSACHUSETTS 31 **********

SMSA NUMBER	ENROLLMENT	%MINORITY ENTIRE AREA	%MINORITY ENTIRE SUBURB	NUMBER SUBURBS	ACTUAL DI AREA	ACTUAL DI SUBS	DI-INTEGRATION SEGREGATION CONTRIBUTION SUBS ONLY	CITY SUBS	CITY RING	WITHIN SUBRBS	WITHIN CITY	WITHIN CITY SUBURBS	BTWN SUBURBS
1120	261038	17	4	19	0.40	0.88	0.41	0.77	0.78	1	60	35	2

AREA DI ASSUMING INTERDISTRICT TRANSFER PROHIBITED: 0.52

	DISTRICT NAME	ENROLLMENT	% MINORITY	DI	DI HISTORY 68	69	70	71	72	73
3102790	BOSTON PUBLIC SCHOOLS	96239	40	0.42	0.43	0.41	0.40	0.39	0.42	0.42
8610	NEWTON PUBLIC SCHOOLS	17029	4	0.99	0.99	0.00	0.99	0.00	0.99	0.00
9870	QUINCY	16488	0	0.96	1.00	0.00	0.94	0.00	0.96	0.00
10890	SOMERVILLE	13094	2	0.98	0.97	0.00	0.97	0.00	0.98	0.00
7560	MEDFORD	11424	4	0.88	0.89	0.00	0.90	0.00	0.88	0.00
12000	WALTHAM	11398	2	0.97	0.99	0.00	0.98	0.00	0.97	0.00
7170	MALDEN	10467	3	0.97	1.00	0.00	0.97	0.00	0.97	0.00
3270	CAMBRIDGE	9815	20	0.89	0.89	0.91	0.90	0.88	0.89	0.91
1980	ARLINGTON PUBLIC SCHOOLS	9192	2	1.00	0.99	0.00	1.00	0.00	1.00	0.00
8370	NEEDHAM PUBLIC SCHOOLS	7531	2	0.99	0.99	0.00	0.99	0.00	0.99	0.00
10050	REVERE PUBLIC SCHOOLS	7372	0	0.99	0.99	0.00	1.00	0.00	0.99	0.00
9060	NORWOOD PUBLIC SCHOOLS	7158	1	1.00	1.00	0.00	1.00	0.00	1.00	0.00
4770	EVERETT PUBLIC SCHOOLS	7117	2	0.98	1.00	0.00	0.99	0.00	0.98	0.00
3150	BROOKLINE	6328	10	0.98	0.99	0.00	0.98	0.00	0.98	0.97
4050	DEDHAM PUBLIC SCHOOLS	6248	0	1.00	0.99	0.00	1.00	0.00	1.00	0.00
12180	WATERTOWN	6087	1	0.99	1.00	0.00	1.00	0.00	0.99	0.00
2490	BELMONT	5045	3	0.99	1.00	0.00	1.00	0.00	0.99	0.00
3540	CHELSEA	4695	13	0.94	0.85	0.00	0.84	0.00	0.94	0.91
7980	MILTON	4449	1	0.99	0.98	0.00	0.99	0.00	0.99	0.00
13170	WINTHROP	3862	0	1.00	0.00	0.00	1.00	0.00	1.00	0.00

ILLINOIS 23 **********

SMSA NUMBER	ENROLLMENT	%MINORITY ENTIRE AREA	%MINORITY ENTIRE SUBURBS	NUMBER SUBURBS	ACTUAL DI AREA	ACTUAL DI SUBS	DI-INTEGRATION SUBS ONLY	CITY SUBS	CITY RING	SEGREGATION CONTRIBUTION WITHIN SUBRBS	WITHIN CITY	CITY SUBURBS	BTWN SUBURBS
1600	782854	52	11	63	0.26	0.60	0.27	0.68	0.71	1	56	38	5

AREA DI ASSUMING INTERDISTRICT TRANSFER PROHIBITED: 0.38

	DISTRICT NAME	ENROLLMENT	% MINORITY	DI	DI HISTORY 68	69	70	71	72	73
2309930	CHICAGO	553342	69	0.31	0.29	0.30	0.30	0.32	0.31	0.31
24090	MAINE TOWNSHIP HIGH SCH DIST	11814	2	0.98	0.99	0.00	1.00	0.00	0.98	0.00
38970	THORNTON TWP H S	10533	25	0.98	0.87	0.00	0.83	0.97	0.98	0.96
14460	EVANSTON ELEM 65	9485	31	0.97	0.98	0.00	0.98	0.97	0.97	0.97
32910	PROVISO TOWNSHIP HIGH	8607	20	0.77	0.86	0.00	0.79	0.85	0.77	0.70
28530	NILES TOWNSHIP HS	7685	2	1.00	1.00	0.00	1.00	0.00	1.00	0.00
6540	COMM HS (NORTH) 218	7438	20	0.90	0.44	0.50	0.72	0.86	0.90	0.95
12120	DES PLAINES C C SCHOOL DIST	6921	3	0.98	0.98	0.00	0.98	0.00	0.98	0.00
13140	EAST MAINE	6729	2	0.99	1.00	0.00	1.00	0.00	0.99	0.00
29250	OAK PARK	6379	5	0.99	0.99	0.00	1.00	0.00	0.99	0.00
25110	MAYWOOD	6222	61	0.51	0.48	0.49	0.50	0.50	0.51	0.53
30840	PARK RIDGE	6079	1	0.99	0.99	0.00	1.00	0.00	0.99	0.00
10200	CICERO	5910	7	0.96	0.96	0.00	0.96	0.00	0.96	0.00
36810	SOUTH STICKNEY #111	5791	3	0.92	0.90	0.00	0.85	0.00	0.92	0.00
29190	OAK LAWN-HOMETOWN	5412	1	0.99	1.00	0.00	1.00	0.00	0.99	0.00
23880	LYONS HIGH	5180	3	1.00	1.00	0.00	1.00	0.00	1.00	0.00
14490	EVANSTON TOWNSHIP HS	4955	25	1.00	1.00	0.00	1.00	1.00	1.00	1.00
29010	GLENBROOK HIGH SCHOOLS	4926	1	1.00	1.00	0.00	1.00	0.00	1.00	0.00
12420	DOLTON SCHOOL DIST 149	4537	3	0.99	0.00	0.00	0.98	0.00	0.99	0.00
22740	LEYDEN COM HIGH SCHOOLS	4475	2	1.00	1.00	0.00	1.00	0.00	1.00	0.00
42600	WILMETTE SCHOOL DIST	4455	2	1.00	0.99	0.00	1.00	0.00	1.00	0.00
38940	THORNTON FRACTIONAL TOWNSHIP	4403	1	1.00	1.00	0.00	1.00	0.00	1.00	0.00
29280	OAK PARK AND RIVER FOREST HS	4260	3	1.00	1.00	0.00	1.00	0.00	1.00	0.00
16920	GLENVIEW PUBLIC SCHOOLS	4136	3	0.97	0.99	0.00	0.99	0.00	0.97	0.00
6510	BLUE ISLAND PUBLIC SCH	4036	28	0.75	0.68	0.76	0.70	0.71	0.75	0.79
28890	NORTH PALOS DISTRICT 117	3962	2	0.99	0.99	0.00	0.00	0.00	0.99	0.00
18450	HARVEY 152	3674	96	0.47	0.43	0.40	0.42	0.40	0.47	0.53
14100	ELMWOOD PARK UNIT DIST 401	3509	1	1.00	0.00	0.00	1.00	0.00	1.00	0.00
24330	HANNHEIM DIST 83	3270	3	0.99	1.00	0.00	1.00	0.00	0.99	0.00
21600	LA GRANGE 102	3262	7	0.90	0.87	0.00	0.88	0.00	0.90	0.00
33690	OAKLAWN 122	3202	2	0.99	1.00	0.00	1.00	0.00	0.99	0.00
36450	SKOKIE ELEMENTARY SCH DIST 68	3119	2	1.00	1.00	0.00	1.00	0.00	1.00	0.00
18480	WEST HARVEY SCHOOL DIST 147	3098	96	0.67	0.72	0.73	0.68	0.66	0.67	0.63
29220	OAK LAWN COMM HIGH SCHOOL	3036	1	1.00	1.00	0.00	1.00	0.00	1.00	0.00
35270	REAVIS TWP HIGH	2993	1	1.00	1.00	0.00	1.00	0.00	1.00	0.00
22020	LANSING PUBLIC ELEMENTARY SCHO	2942	1	1.00	0.98	0.00	0.99	0.00	1.00	0.00
6090	BERWYN-SOUTH	2629	2	1.00	0.00	0.00	0.00	0.00	1.00	0.00
23850	LYONS ELEM 103	2465	2	0.99	0.99	0.00	0.99	0.00	0.99	0.00
5480	ALSIP	2453	2	0.99	0.99	0.00	0.99	0.00	0.99	0.00
36720	SOUTH HOLLAND 150	2115	2	1.00	0.00	0.00	1.00	0.00	1.00	0.00
14550	EVERGREEN PK ELE SCH DIST 124	2035	1	0.99	1.00	0.00	0.99	0.00	0.99	0.00
43380	WORTH	2031	0	0.99	0.99	0.00	0.99	0.00	0.99	0.00
34020	RIVERSIDE-BROOKFIELD TWP HS	1961	0	1.00	1.00	0.00	1.00	0.00	1.00	0.00
36480	SKOKIE SCHOOL DIST 69	1915	4	1.00	0.00	0.00	1.00	0.00	1.00	0.00
9990	CHICAGO RIDGE DIST 127	1913	1	1.00	0.99	0.00	0.00	0.00	1.00	0.00
35640	SCHILLER PARK	1857	4	1.00	1.00	0.00	0.99	0.00	1.00	0.00
15780	FRANKLIN PARK PUB SCH DIST 84	1746	2	1.00	0.99	0.00	1.00	0.00	1.00	0.00
36750	SOUTH HOLLAND 151	1722	44	1.00	0.72	0.99	1.00	0.99	1.00	1.00
33720	RIDGEWOOD COMMUNITY HIGH SCHOO	1668	0	1.00	1.00	0.00	1.00	0.00	1.00	0.00
6060	BERWYN NORTH #98	1564	1	0.99	0.99	0.00	1.00	0.00	0.99	0.00
19680	HOOVER-SCHRUMM	1450	2	1.00	1.00	0.00	1.00	0.00	1.00	0.00
33990	RIVERSIDE	1420	1	1.00	1.00	0.00	0.99	0.00	1.00	0.00
10380	SKOKIE DISTRICT 73	1402	5	1.00	0.00	0.00	1.00	0.00	1.00	0.00
33810	RIVER FOREST COMMON SCHOOL DIS	1352	2	0.98	0.00	0.00	0.00	0.00	0.98	0.00
26820	GULF	1331	2	1.00	1.00	0.00	0.00	0.00	1.00	0.00
4800	AVOCA	1309	2	1.00	1.00	0.00	1.00	0.00	1.00	0.00
4560	ATWOOD HEIGHTS SCHOOL DIST 125	1269	2	0.98	0.00	0.00	0.97	0.00	0.98	0.00
26850	MORTON GROVE DIST 70	1222	3	1.00	0.00	0.00	1.00	0.00	1.00	0.00
41520	CALUMET CITY 155	1118	4	1.00	0.00	0.00	0.00	0.00	1.00	0.00
8100	CALUMET CITY 156	852	4	1.00	1.00	0.00	0.00	0.00	1.00	0.00
28500	NILES ELEMENTARY #71	693	2	1.00	1.00	0.00	0.00	0.00	1.00	0.00
13260	EAST PRAIRIE	644	4	1.00	1.00	0.00	0.00	0.00	1.00	0.00
30900	PATTON	508	5	1.00	0.00	0.00	0.00	0.00	1.00	0.00
37860	CENTRAL STICKNEY	433	0	1.00	0.00	0.00	1.00	0.00	1.00	0.00

OHIO 45 **********

SMSA NUMBER	ENROLLMENT	%MINORITY ENTIRE AREA	%MINORITY ENTIRE SUBURB	NUMBER SUBURBS	ACTUAL DI AREA	ACTUAL DI SUBS	DI-INTEGRATION SUBS ONLY	DI-INTEGRATION CITY SUBS	DI-INTEGRATION CITY RING	SEGREGATION CONTRIBUTION WITHIN SUBRBS	WITHIN CITY	CITY SUBURBS	BTWN SUBURBS
1680	296226	34	9	20	0.18	0.38	0.19	0.60	0.71	1	51	35	13

AREA DI ASSUMING INTERDISTRICT TRANSFER PROHIBITED: 0.29

	DISTRICT NAME	ENROLLMENT	% MINORITY	DI	DI HISTORY 68	69	70	71	72	73
0504378	CLEVELAND CITY SCH DIST	145196	60	0.20	0.20	0.20	0.20	0.20	0.20	0.21
4463	PARMA CITY	25981	1	0.99	0.99	0.00	0.99	0.00	0.99	0.00
4361	BEREA	17341	2	0.96	0.96	0.00	0.96	0.00	0.96	0.00
4379	CLEVELAND HGTS-UNIVERSITY HGTS	11653	13	0.92	0.97	0.00	0.96	0.00	0.92	0.91
4319	LAKEWOOD CITY	10540	1	1.00	1.00	0.00	1.00	0.00	1.00	0.00
4395	EUCLID CITY	10393	1	0.99	0.99	0.00	0.99	0.00	0.98	0.00
4479	SOUTH EUCLID-LYNDHURST	8531	0	1.00	0.86	0.00	0.92	0.00	1.00	0.00
4390	EAST CLEVELAND	8168	99	0.78	0.78	0.78	0.71	0.73	0.78	0.85
4452	NORTH OLMSTED	8141	1	0.99	1.00	0.00	1.00	0.00	0.99	0.00
4356	BEDFORD CITY SCHOOLS	7869	5	0.98	0.89	0.00	0.92	0.00	0.98	0.00
4475	SHAKER HEIGHTS	7097	31	0.85	0.68	0.71	0.85	0.86	0.85	0.84
4430	MAPLE HEIGHTS	6405	5	0.90	0.88	0.00	0.90	0.00	0.90	0.00
4404	GARFIELD HEIGHTS	5686	5	0.60	0.77	0.00	0.70	0.71	0.60	0.57
4508	WICKLIFFE CITY SCHOOLS	4330	0	0.98	0.98	0.00	0.98	0.00	0.98	0.00
4470	ROCKY RIVER	3853	0	0.99	1.00	0.00	0.99	0.00	0.99	0.00
4506	WESTLAKE	3595	1	0.99	1.00	0.00	0.99	0.00	0.99	0.00
4397	FAIRVIEW PARK	3524	1	1.00	1.00	0.00	1.00	0.00	1.00	0.00
4457	OLMSTED FALLS	3003	1	1.00	1.00	0.00	1.00	0.00	1.00	0.00
4365	BROOKLYN	2334	1	1.00	1.00	0.00	1.00	0.00	1.00	0.00
4459	RICHMOND HEIGHTS	1331	1	1.00	1.00	0.00	1.00	0.00	1.00	0.00
	INDEPENDENCE LOCAL SCH DIST	1238	1	1.00	1.00	0.00	1.00	0.00	1.00	0.00

TEXAS 53 **********

SMSA NUMBER	ENROLLMENT	%MINORITY ENTIRE AREA	%MINORITY ENTIRE SUBURB	NUMBER SUBURBS	ACTUAL DI AREA	ACTUAL DI SUBS	DI-INTEGRATION SUBS ONLY	DI-INTEGRATION CITY SUBS	DI-INTEGRATION CITY RING	SEGREGATION CONTRIBUTION WITHIN SUBRBS	WITHIN CITY	CITY SUBURBS	BTWN SUBURBS
1920	292682	31	11	11	0.39	0.50	0.41	0.77	0.83	8	58	28	9

AREA DI ASSUMING INTERDISTRICT TRANSFER PROHIBITED: 0.50

	DISTRICT NAME	ENROLLMENT	% MINORITY	DI	DI HISTORY 68	69	70	71	72	73
5316230	DALLAS INDEPENDENT SCH DIST	154581	49	0.42	0.24	0.24	0.24	0.38	0.42	0.45
37020	RICHARDSON INDEPENDENT SCHOOL	31643	5	0.70	0.20	0.42	0.62	0.68	0.70	0.77
24420	IRVING INDEPENDENT	24192	7	0.96	0.95	0.96	0.96	0.96	0.96	0.96
20340	GARLAND INDEPENDENT SCHOOL DIS	23585	11	0.63	0.71	0.74	0.71	0.66	0.63	0.64
30390	MESQUITE IND SCHOOL DISTRICT	19132	4	0.99	1.00	0.00	1.00	0.00	0.99	0.00
21420	GRAND PRAIRIE ISD	11787	18	0.84	0.70	0.74	0.78	0.81	0.84	0.94
13050	CARROLLTON-FARMERS BRANCH ISD	10225	5	0.99	0.99	0.99	0.98	0.99	0.99	0.99
17640	DUNCANVILLE ISD	5656	3	1.00	1.00	0.00	0.99	0.00	1.00	0.00
45960	WILMER-HUTCHINS ISD	5351	86	0.89	0.88	0.49	0.89	0.89	0.88	0.88
26670	LANCASTER I S D	2900	10	1.00	1.00	0.00	1.00	0.00	1.00	0.00
16860	DESOTO IND SCHOOL DISTRICT	2599	2	1.00	1.00	0.00	0.99	0.00	1.00	0.00
19170	FERRIS ISD	1031	59	0.99	0.63	0.69	0.99	0.98	0.99	0.99

MICHIGAN 32 **********

SMSA NUMBER	ENROLLMENT	MINORITY ENTIRE AREA	MINORITY ENTIRE SUBURB	NUMBER SUBURBS	ACTUAL DI AREA	ACTUAL DI SUBS	DI-INTEGRATION SEGREGATION CONTRIBUTION SUBS ONLY	CITY SUBS	CITY RING	WITHIN CITY	WITHIN SUBURBS	BTWN CITY & SUBURBS	BTWN SUBURBS
2160	784391	29	5	49	0.22	0.41	0.23	0.46	0.54	2	29	59	10

AREA DI ASSUMING INTERDISTRICT TRANSFER PROHIBITED: 0.47

	DISTRICT NAME	ENROLLMENT	% MINORITY	DI	DI HISTORY 68	69	70	71	72	73
3212900	DETROIT PUBLIC SCHOOLS	276655	69	0.40	0.37	0.38	0.36	0.37	0.40	0.42
21840	LIVONIA PUBLIC SCHOOLS	37583	1	1.00	1.00	0.00	1.00	0.00	1.00	0.00
35190	WARREN CONS	30304	1	0.99	1.00	0.00	0.99	0.00	0.99	0.00
35580	WAYNE-WESTLAND COMM	23041	2	1.00	1.00	0.00	1.00	0.00	1.00	0.00
33540	TAYLOR	22390	3	0.93	0.82	0.86	0.91	0.00	0.93	0.00
11580	DEARBORN CITY	20529	1	0.99	0.72	1.00	0.99	0.00	0.99	0.00
14070	FARMINGTON PUBLIC SCHOOLS	16424	1	0.99	1.00	0.00	0.99	0.00	0.99	0.00
30300	ROYAL OAK CITY	16281	1	1.00	1.00	0.00	1.00	0.00	1.00	0.00
5850	BIRMINGHAM	15566	1	0.99	0.99	0.00	0.99	0.00	0.99	0.00
32310	SOUTHFIELD PUBLIC SCHOOLS	15534	2	0.96	1.00	0.00	1.00	0.00	0.96	0.00
30210	ROSEVILLE	14064	2	0.89	0.93	0.00	0.92	0.00	0.89	0.00
12450	EAST DETROIT	12789	1	1.00	1.00	0.00	0.99	0.00	1.00	0.00
15540	GARDEN CITY	12769	1	1.00	1.00	0.00	1.00	0.00	1.00	0.00
21600	LINCOLN PARK CITY	10019	3	1.00	0.99	0.00	0.99	0.00	1.00	0.00
32670	LAKE SHORE	10002	1	0.98	0.00	0.00	1.00	0.00	0.98	0.00
32340	SOUTHGATE COMMUNITY SCHOOLS	9149	2	0.99	0.99	0.00	0.99	0.00	0.99	0.00
6090	BLOOMFIELD HILLS	9084	2	0.99	1.00	0.00	0.99	0.00	0.99	0.00
29460	REDFORD UNION	8775	0	1.00	1.00	0.00	1.00	0.00	1.00	0.00
14820	FRASER	8157	1	1.00	1.00	0.00	1.00	0.00	1.00	0.00
36540	WYANDOTTE CITY	7790	1	1.00	1.00	0.00	1.00	0.00	1.00	0.00
34260	TROY	7591	2	0.99	0.99	0.00	0.99	0.00	0.99	0.00
18030	HAZEL PARK	7477	1	0.99	0.99	0.00	0.98	0.00	0.99	0.00
14280	FERNDALE CITY	7470	9	0.58	0.59	0.60	0.59	0.69	0.58	0.58
5010	BERKLEY CITY	7427	1	0.99	1.00	0.00	1.00	0.00	0.99	0.00
20880	LAKEVIEW PUBLIC SCHOOLS	7385	1	1.00	0.99	0.00	1.00	0.00	1.00	0.00
18330	HIGHLAND PARK CITY	7306	91	0.91	0.89	0.89	0.91	0.91	0.91	0.92
34680	VAN DYKE PUBLIC SCHOOLS	6926	1	0.99	0.99	0.00	1.00	0.00	0.99	0.00
32280	SOUTH REDFORD SCHOOL DISTRICT	6907	0	1.00	0.96	0.00	0.99	0.00	1.00	0.00
8580	CENTER LINE	6767	1	1.00	1.00	0.00	0.99	0.00	1.00	0.00
30120	ROMULUS COMM	6503	17	0.69	0.68	0.63	0.65	0.66	0.69	0.78
2520	ALLEN PARK PUBLIC SCHOOLS	5753	2	1.00	0.98	0.00	1.00	0.00	1.00	0.00
21120	LAMPHERE	5604	2	0.99	1.00	0.00	0.99	0.00	0.99	0.00
35820	WEST BLOOMFIELD TWP	5588	1	0.99	1.00	0.00	0.99	0.00	0.99	0.00
14460	FITZGERALD	5566	1	1.00	1.00	0.00	1.00	0.00	1.00	0.00
32220	SOUTH LAKE SCHOOLS	5559	1	1.00	1.00	0.00	1.00	0.00	1.00	0.00
11040	CRESTWOOD	5300	1	1.00	1.00	0.00	1.00	0.00	1.00	0.00
11610	DEARBORN HGHTS SCH DIST #7	5258	2	1.00	1.00	0.00	1.00	0.00	1.00	0.00
23460	MELVINDALE-NORTHERN ALLEN PARK	4968	4	1.00	1.00	0.00	1.00	0.00	1.00	0.00
9930	CLARKSON CITY SCHOOL DISTRICT	4918	1	0.99	0.99	0.00	0.99	0.00	0.99	0.00
26190	OAK PARK SCHOOL DISTRICT	4810	13	0.68	0.54	0.60	0.70	0.71	0.68	0.73
11640	WESTWOOD COMMUNITY SCHOOL DIST	4684	45	0.77	0.00	0.00	0.73	0.77	0.77	0.78
9060	CHERRY HILL SCHOOL DISTRICT	4658	3	0.99	1.00	0.00	1.00	0.00	0.99	1.00
19140	INKSTER PUBLIC SCHOOLS	4633	90	0.68	0.60	0.60	0.62	0.68	0.68	0.77
22290	MADISON HEIGHTS	4441	1	1.00	0.99	0.00	1.00	0.00	1.00	0.00
12930	ECORSE PUBLIC SCHOOLS	3958	58	0.60	0.60	0.58	0.58	0.58	0.60	0.60
29910	RIVERVIEW COMMUNITY SCHOOL DIS	3694	1	0.99	1.00	0.00	1.00	0.00	0.99	0.00
29760	RIVER ROUGE SCHOOL DISTRICT	3665	43	0.45	0.38	0.40	0.40	0.43	0.45	0.46
9840	CLARENCEVILLE	3640	0	1.00	1.00	0.00	1.00	0.00	1.00	0.00

Houston, Texas

The Houston school district as defined for the present analysis includes:

Houston School District
Spring Branch School District
North Forest School District

TEXAS 53 **********

SMSA NUMBER	ENROLLMENT	%MINORITY ENTIRE AREA	%MINORITY ENTIRE SUBURB	NUMBER SUBURBS	ACTUAL DI AREA	ACTUAL DI SUBS	DI-INTEGRATION SEGREGATION CONTRIBUTION SUBS ONLY	CITY SUBS	CITY RING	WITHIN SUBRBS	WITHIN CITY	CITY SUBURBS	BTWN SUBURBS
3360	391300	41	18	9	0.39	0.73	0.42	0.90	0.91	5	79	14	2

AREA DI ASSUMING INTERDISTRICT TRANSFER PROHIBITED: 0.43

	DISTRICT NAME	ENROLLMENT	% MINORITY	DI	DI HISTORY 68	69	70	71	72	73
5323640	HOUSTON CONSTRUCT	282663	50	0.36	0.00	0.00	0.00	0.00	0.00	0.00
34320	PASADENA IND SCHOOL DIST	35018	10	0.92	0.92	0.00	0.94	0.00	0.92	0.95
7710	ALDINE INDEPENDENT SCH DIST	28909	30	0.57	0.40	0.45	0.48	0.49	0.57	0.60
20250	GALENA PARK INDEPENDENT SCHOOL	11126	15	0.90	0.36	0.53	0.90	0.90	0.90	0.89
16110	CYPRESS-FAIRBANKS	9197	12	0.98	0.41	0.45	0.98	0.98	0.98	0.96
19650	FORT BEND IND SCHOOL DIST	7309	37	0.97	0.95	0.95	0.96	0.97	0.97	0.98
7830	ALIEF IND SCHOOL DISTRICT	5710	9	1.00	0.00	0.00	1.00	0.00	1.00	0.00
34440	PEARLAND IND SCH DIST	4225	13	0.98	0.99	0.00	0.99	0.99	0.98	0.98
13590	CHANNELVIEW IND SCHOOL DISTRIC	3824	4	0.99	1.00	0.00	1.00	0.00	0.99	0.00
23910	HUMBLE INDEPENDENT SCHOOL DIST	3319	2	0.99	0.00	0.00	1.00	0.00	0.99	0.00

INDIANA 24 **********

SMSA NUMBER	ENROLLMENT	%MINORITY ENTIRE AREA	%MINORITY ENTIRE SUBURB	NUMBER SUBURBS	ACTUAL DI AREA	ACTUAL DI SUBS	DI-INTEGRATION SEGREGATION CONTRIBUTION SUBS ONLY	CITY SUBS	CITY RING	WITHIN SUBRBS	WITHIN CITY	CITY SUBURBS	BTWN SUBURBS
5480	175423	24	4	10	0.40	0.87	0.40	0.82	0.82	1	69	29	1

AREA DI ASSUMING INTERDISTRICT TRANSFER PROHIBITED: 0.49

	DISTRICT NAME	ENROLLMENT	% MINORITY	DI	DI HISTORY 68	69	70	71	72	73
2404770	INDIANAPOLIS PUBLIC SCHOOLS	98076	40	0.44	0.33	0.35	0.37	0.42	0.44	0.62
12720	WASHINGTON TOWNSHIP MSD	15408	12	0.88	0.84	0.00	0.84	0.84	0.88	0.87
8820	MSD SCH DIST OF PERRY TOWNSHIP	13201	1	1.00	0.99	0.00	1.00	0.00	1.00	0.00
12810	WAYNE TOWNSHIP MSD.	12735	2	0.99	0.99	0.00	0.99	0.00	0.99	0.00
12360	WARREN TWP MSD	10551	1	0.99	0.99	0.00	1.00	0.00	0.99	0.00
5670	LAWRENCE TWP MSD	9620	3	0.98	0.99	0.00	0.99	0.00	0.98	0.00
2640	DECATUR TOWNSHIP MSD	4538	0	1.00	1.00	0.00	1.00	0.00	1.00	0.00
8910	PIKE MSD	3362	9	0.98	1.00	0.00	0.99	0.00	0.98	0.00
450	BEECH GROVE CITY SCHOOLS	2847	0	1.00	1.00	0.00	0.00	0.00	1.00	0.00
3750	FRANKLIN TWP COMM SCH CORP	2668	1	1.00	1.00	0.00	1.00	0.00	1.00	0.00
10920	SPEEDWAY	2417	0	0.99	0.00	0.00	1.00	0.00	0.99	0.00

CALIFORNIA 14 **********

SMSA NUMBER	ENROLLMENT	%MINORITY ENTIRE AREA	%MINORITY ENTIRE SUBURB	NUMBER SUBURBS	ACTUAL DI AREA	ACTUAL DI SUBS	DI-INTEGRATION SEGREGATION CONTRIBUTION SUBS ONLY	CITY SUBS	CITY RING	WITHIN SUBRBS	WITHIN CITY	CITY SUBURBS	BTWN SUBURBS
4480	836075	48	33	21	0.50	0.77	0.51	0.93	0.97	3	83	6	8

AREA DI ASSUMING INTERDISTRICT TRANSFER PROHIBITED: 0.54

	DISTRICT NAME	ENROLLMENT	% MINORITY	DI	DI HISTORY 68	69	70	71	72	73
1422710	LOS ANGELES UNIFIED	620659	53	0.44	0.39	0.40	0.41	0.42	0.44	0.45
29940	PASADENA CITY UNIFIE	26225	52	0.98	0.60	0.63	0.98	0.98	0.98	0.98
25470	MONTEBELLO UNIFIED	24564	63	0.85	0.77	0.77	0.77	0.81	0.85	0.88
15240	GLENDALE UNIFIED	23762	12	0.86	0.91	0.00	0.89	0.00	0.86	0.83
1920	ALHAMBRA CITY ELEMEN	17828	45	0.95	0.94	0.95	0.95	0.95	0.95	0.95
11460	DOWNEY UNIFIED	16378	12	0.98	0.98	0.00	0.98	0.98	0.98	0.97
6450	BURBANK UNIFIED	14154	13	0.96	0.97	0.00	0.97	0.97	0.96	0.96
35700	SANTA MONICA UNIFIED	12985	25	0.84	0.85	0.83	0.83	0.84	0.84	0.84
18390	INGLEWOOD UNIFIED	12533	59	0.88	0.78	0.75	0.89	0.88	0.88	0.87
29850	PARAMOUNT UNIFIED	9330	27	0.97	0.96	0.00	0.98	0.97	0.97	0.96
23160	LYNWOOD UNIFIED	8413	45	0.93	0.96	0.00	0.97	0.94	0.93	0.93
7920	CENTINELLA VALLEY UN	6857	21	0.96	0.97	0.00	0.98	0.97	0.96	0.95
10260	CULVER CITY UNIFIED	6584	23	0.97	0.97	0.00	0.96	0.97	0.97	0.98
4830	BEVERLY HILLS UNIF	5634	6	0.99	1.00	0.00	1.00	0.00	0.99	0.00
21210	LAWNDALE ELEMENTARY	5557	27	0.98	0.97	0.00	0.98	0.98	0.98	0.96
16680	HAWTHORNE ELEMENTARY	5198	20	0.98	0.99	0.00	0.98	0.99	0.98	0.98
37500	SOUTH PASADENA UNIFI	3987	16	0.97	0.95	0.00	0.97	0.97	0.97	0.97
34420	SAN GABRIEL	3833	30	0.98	0.98	0.00	0.99	0.98	0.98	0.98
34860	SAN MARINO UNIFIED	3458	4	1.00	1.00	0.00	1.00	0.00	1.00	0.00
12210	EL SEGUNDO UNIF	3093	6	1.00	1.00	0.00	0.99	0.00	1.00	0.00
21420	LENNOX ELEMENTARY	2955	39	1.00	0.00	0.00	0.99	0.99	1.00	0.98
42990	WISEBURN ELEMENTARY	2088	12	0.99	0.99	0.00	0.00	0.00	0.99	0.99

TENNESSEE 52 **********

SMSA NUMBER	ENROLLMENT	%MINORITY ENTIRE AREA	%MINORITY ENTIRE SUBURB	NUMBER SUBURBS	ACTUAL DI AREA	ACTUAL DI SUBS	DI-INTEGRATION SUBS ONLY	DI-INTEGRATION CITY SUBS	DI-INTEGRATION CITY RING	SEGREGATION CONTRIBUTION WITHIN SUBRBS	SEGREGATION CONTRIBUTION WITHIN CITY	SEGREGATION CONTRIBUTION CITY SUBURBS	SEGREGATION CONTRIBUTION BTWN SUBURBS
4920	161976	54	28	1	0.27	0.79	0.29	0.95	0.95	3	90	6	0

AREA DI ASSUMING INTERDISTRICT TRANSFER PROHIBITED: 0.28

	DISTRICT NAME	ENROLLMENT	% MINORITY	DI	DI HISTORY 68	69	70	71	72	73
5202940	MEMPHIS CITY SCHOOLS	138714	58	0.21	0.08	0.09	0.15	0.17	0.21	0.69
3810	SHELBY COUNTY SCHOOLS	23262	28	0.79	0.11	0.38	0.67	0.78	0.79	0.86

WISCONSIN 59 **********

SMSA NUMBER	ENROLLMENT	%MINORITY ENTIRE AREA	%MINORITY ENTIRE SUBURB	NUMBER SUBURBS	ACTUAL DI AREA	ACTUAL DI SUBS	DI-INTEGRATION SUBS ONLY	DI-INTEGRATION CITY SUBS	DI-INTEGRATION CITY RING	SEGREGATION CONTRIBUTION WITHIN SUBRBS	SEGREGATION CONTRIBUTION WITHIN CITY	SEGREGATION CONTRIBUTION CITY SUBURBS	SEGREGATION CONTRIBUTION BTWN SUBURBS
5080	217365	21	1	18	0.29	0.97	0.30	0.84	0.84	0	77	23	0

AREA DI ASSUMING INTERDISTRICT TRANSFER PROHIBITED: 0.35

	DISTRICT NAME	ENROLLMENT	% MINORITY	DI	DI HISTORY 68	69	70	71	72	73
5909600	MILWAUKEE PUBLIC SCHOOLS	127986	34	0.33	0.32	0.29	0.32	0.32	0.33	0.36
16260	WEST ALLIS	13555	1	0.99	0.98	0.00	0.99	0.00	0.99	0.00
15990	WAUWATOSA	10559	1	0.84	1.00	0.00	1.00	0.00	0.84	0.91
9060	MENOMONEE FALLS	8159	0	0.99	0.99	0.00	1.00	0.00	0.99	0.00
10470	NEW BERLIN PUBLIC SCHOOLS	6999	1	0.99	1.00	0.00	1.00	0.00	0.99	0.00
3060	CUDAHY PUBLIC SCHOOLS	5388	2	0.99	1.00	0.00	0.99	0.00	0.99	0.00
14040	SOUTH MILWAUKEE PUBLIC SCHOOLS	5305	1	0.99	0.99	0.00	1.00	0.00	0.99	0.00
10830	OAK CREEK-FRANKLIN JT SCH DIST	5136	3	0.99	0.98	0.00	0.99	0.00	0.99	0.00
5940	GREENFIELD	4991	1	0.99	0.99	0.00	0.99	0.00	0.99	0.00
5910	GREENDALE	4385	1	1.00	1.00	0.00	1.00	0.00	1.00	0.00
16620	WHITEFISH BAY	3990	1	1.00	0.99	0.00	0.99	0.00	1.00	0.00
1800	BROWN DEER SCHOOL DISTRICT #1	3308	3	0.99	1.00	0.00	1.00	0.00	0.99	0.00
6000	WHITNALL AREA SCHOOLS	3187	1	0.99	1.00	0.00	1.00	0.00	0.99	0.00
4830	FRANKLIN #5	3176	0	1.00	1.00	0.00	0.00	0.00	1.00	0.00
5160	GERMANTOWN	3061	1	0.99	1.00	0.00	1.00	0.00	0.99	0.00
13800	SHOREWOOD	2623	1	1.00	0.97	0.00	1.00	0.00	1.00	0.00
5490	GLENDALE NICOLET UNION HIGH	2187	1	1.00	1.00	0.00	1.00	0.00	1.00	0.00
13260	SAINT FRANCIS #6	2119	2	1.00	1.00	0.00	0.99	0.00	1.00	0.00
4800	FOX POINT-BAYSIDE JT #2	1251	1	1.00	1.00	0.00	1.00	0.00	1.00	0.00

LOUISIANA 28 **********

SMSA NUMBER	ENROLLMENT	%MINORITY ENTIRE AREA	%MINORITY ENTIRE SUBURB	NUMBER SUBURBS	ACTUAL DI AREA	ACTUAL DI SUBS	DI-INTEGRATION SUBS ONLY	DI-INTEGRATION CITY SUBS	DI-INTEGRATION CITY RING	SEGREGATION CONTRIBUTION WITHIN SUBRBS	SEGREGATION CONTRIBUTION WITHIN CITY	SEGREGATION CONTRIBUTION CITY SUBURBS	SEGREGATION CONTRIBUTION BTWN SUBURBS
5560	183719	52	20	2	0.43	0.91	0.45	0.68	0.69	3	41	54	1

AREA DI ASSUMING INTERDISTRICT TRANSFER PROHIBITED: 0.62

	DISTRICT NAME	ENROLLMENT	% MINORITY	DI	DI HISTORY 68	69	70	71	72	73
2801170	ORLEANS PARISH	103839	76	0.42	0.32	0.35	0.37	0.41	0.42	0.46
840	JEFFERSON PARISH	66030	23	0.93	0.22	0.47	0.60	0.92	0.94	0.92
1410	ST BERNARD PARISH SCHOOL	13850	6	0.91	0.48	0.88	0.89	0.90	0.91	0.92

Phoenix, Arizona

The Phoenix elementary school district as defined for the present analysis includes elementary school districts:

Alhambra
Balsz
Cartwright
Creighton
Isaac
Madison
Murphy
Osborn
Phoenix
Roosevelt
Washington
Wilson
Paradise Valley

The Phoenix high school district as defined for the present analysis includes the following high school districts:

Phoenix
Paradise Valley

PENNSYLVANIA 48 **********

SMSA NUMBER	ENROLLMENT	%MINORITY ENTIRE AREA	%MINORITY ENTIRE SUBURB	NUMBER SUBURBS	ACTUAL DI AREA	ACTUAL DI SUBS	DI-INTEGRATION SEGREGATION CONTRIBUTION SUBS CITY UNLY	SUBS CITY	CITY RING	WITHIN SUBRBS	WITHIN CITY	CITY SUBURBS	BTWN SUBURBS
6160	364746	51	5	12	0.27	0.95	0.27	0.75	0.75	0	66	34	0

AREA DI ASSUMING INTERDISTRICT TRANSFER PROHIBITED: 0.36

	DISTRICT NAME	ENROLLMENT	% MINORITY	DI	DI HISTORY 68	69	70	71	72	73
4818990	PHILADELPHIA	282965	65	0.32	0.37	0.36	0.34	0.31	0.32	0.31
2040	ABINGTON	11924	9	0.94	0.93	0.00	0.93	0.00	0.94	0.00
20370	RIDLEY	9456	2	0.98	0.96	0.00	0.97	0.00	0.98	0.00
14160	LOWER MERION	9316	7	0.95	0.93	0.00	0.94	0.00	0.95	0.00
11670	HAVERFORD TWP	8348	3	0.96	0.96	0.00	0.95	0.00	0.96	0.00
3330	BENSALEM TWP	7172	7	0.98	0.97	0.00	0.98	0.00	0.98	0.00
5760	CHELTENHAM TWP	6467	3	0.97	0.98	0.00	0.98	0.00	0.97	0.00
24510	UPPER MORELAND TWP	5489	2	0.99	0.99	0.00	0.99	0.00	0.99	0.00
22600	SPRINGFIELD	5358	4	0.98	0.98	0.00	0.98	0.00	0.98	0.00
24390	UPPER DUBLIN	5349	6	0.94	0.94	0.00	0.93	0.00	0.94	0.00
2400	WISSAHICKON SCHOOL DISTRICT	4928	11	0.98	0.97	0.00	0.97	0.98	0.98	0.98
3120	CINNAMINSON TOWNSHIP SCHOOL DI	4879	6	0.98	0.88	0.00	0.97	0.00	0.98	0.00
14190	LOWER MORELAND TOWNSHIP	3095	2	0.99	1.00	0.00	0.00	0.00	0.99	0.00

ARIZONA 12 **********

SMSA NUMBER	ENROLLMENT	%MINORITY ENTIRE AREA	%MINORITY ENTIRE SUBURB	NUMBER SUBURBS	ACTUAL DI AREA	ACTUAL DI SUBS	DI-INTEGRATION SEGREGATION CONTRIBUTION SUBS CITY UNLY	SUBS CITY	CITY RING	WITHIN SUBRBS	WITHIN CITY	CITY SUBURBS	BTWN SUBURBS
6200	156970	22	15	5	0.59	0.79	0.63	0.97	0.99	10	83	3	4

AREA DI ASSUMING INTERDISTRICT TRANSFER PROHIBITED: 0.61

	DISTRICT NAME	ENROLLMENT	% MINORITY	DI	DI HISTORY 68	69	70	71	72	73
1200600	PHOENIX ELEM. CONSTRUCT	101188	25	0.53	0.00	0.00	0.00	0.00	0.00	0.00
7560	SCOTTSDALE ELEM	18673	4	0.98	0.96	0.00	0.98	0.00	0.98	0.00
4950	MESA ELEMENTARY #4	14086	16	0.91	0.00	0.00	0.90	0.91	0.91	0.00
8310	TEMPE ELEM DIST #3	12280	20	0.72	0.63	0.64	0.62	0.67	0.72	0.85
3420	GLENDALE ELEM SCHOOL DIST 040	6798	24	0.85	0.65	0.69	0.70	0.83	0.85	0.89
1860	CHANDLER ELEM DIST 80	3945	32	0.88	0.78	0.85	0.87	0.85	0.88	0.85

ARIZONA 12 **********

SMSA NUMBER	ENROLLMENT	%MINORITY ENTIRE AREA	%MINORITY ENTIRE SUBURB	NUMBER SUBURBS	ACTUAL DI AREA	ACTUAL DI SUBS	DI-INTEGRATION SEGREGATION CONTRIBUTION SUBS CITY UNLY	SUBS CITY	CITY RING	WITHIN SUBRBS	WITHIN CITY	CITY SUBURBS	BTWN SUBURBS
0	71699	16	9	4	0.72	0.94	0.73	0.95	0.96	4	77	15	4

AREA DI ASSUMING INTERDISTRICT TRANSFER PROHIBITED: 0.76

	DISTRICT NAME	ENROLLMENT	% MINORITY	DI	DI HISTORY 68	69	70	71	72	73
1205940	PHOENIX H.S. CONSTRUCT	31240	24	0.64	0.00	0.00	0.00	0.00	0.00	0.00
3450	GLENDALE UNION HIGH 205	13673	8	0.93	0.90	0.00	0.95	0.00	0.93	0.00
4980	MESA HIGH SCHOOL #207	11598	13	0.99	0.00	0.00	1.00	1.00	0.99	0.00
7590	SCOTTSDALE HIGH #212	10067	2	1.00	0.00	0.00	1.00	0.00	1.00	0.00
8340	TEMPE UNION HIGH SCHOOL 213	5121	17	0.95	0.97	0.00	0.99	0.95	0.95	0.97

San Antonio, Texas

The San Antonio school district as defined for the present analysis includes:

San Antonio School District
Alamo Heights School District
Edgewood School District
Harlandale School District
South San Antonio School District

TEXAS 53 **********

SMSA NUMBER	ENROLLMENT	%MINORITY ENTIRE AREA	%MINORITY ENTIRE SUBURB	NUMBER SUBURBS	ACTUAL DI AREA	ACTUAL DI SUBS	DI-INTEGRATION SUBS UNLY	CITY SUBS	CITY RING	SEGREGATION CONTRIBUTION WITHIN SUBRBS	WITHIN CITY	WITHIN SUBURBS	BTWN SUBURBS
7240	197238	59	22	6	0.51	0.85	0.53	0.69	0.70	5	31	61	2

AREA DI ASSUMING INTERDISTRICT TRANSFER PROHIBITED: 0.74

	DISTRICT NAME	ENROLLMENT	% MINORITY	DI	DI HISTORY 68	69	70	71	72	73
5307590	SAN ANTONIO CONSTRUCT	128734	79	0.66	0.00	0.00	0.00	0.00	0.00	0.00
32940	NORTH EAST INDEP SCH DIST	29142	14	0.97	0.97	0.00	0.97	0.00	0.97	0.97
33120	NORTHSIDE INDEPENDENT SCH DIST	25407	30	0.81	0.89	0.88	0.85	0.83	0.81	0.82
24990	JUDSON INDEPENDENT SCHOOL DIST	5333	17	0.98	0.98	0.00	0.99	0.97	0.98	0.98
17850	EAST CENTRAL ISD	3655	29	0.95	0.00	0.00	0.96	0.95	0.95	0.95
40950	SOUTHWEST ISD	3629	43	0.92	0.00	0.00	0.91	0.90	0.92	0.92
36450	RANDOLPH FIELD ISD	1338	13	1.00	0.99	0.00	0.00	0.00	1.00	0.99

CALIFORNIA 14 **********

SMSA NUMBER	ENROLLMENT	%MINORITY ENTIRE AREA	%MINORITY ENTIRE SUBURB	NUMBER SUBURBS	ACTUAL DI AREA	ACTUAL DI SUBS	DI-INTEGRATION SUBS UNLY	CITY SUBS	CITY RING	SEGREGATION CONTRIBUTION WITHIN SUBRBS	WITHIN CITY	WITHIN SUBURBS	BTWN SUBURBS
7320	257641	22	17	15	0.70	0.81	0.72	0.93	0.99	8	69	4	19

AREA DI ASSUMING INTERDISTRICT TRANSFER PROHIBITED: 0.75

	DISTRICT NAME	ENROLLMENT	% MINORITY	DI	DI HISTORY 68	69	70	71	72	73
1434320	SAN DIEGO CITY UNIFI	124487	26	0.62	0.57	0.58	0.60	0.60	0.62	0.63
38640	SWEETWATER UNION HIG	22254	29	0.90	0.91	0.92	0.90	0.90	0.90	0.88
16230	GROSSMONT UNION HS DIST	20046	7	0.98	0.99	0.00	0.99	0.00	0.98	0.00
8610	CHULA VISTA CITY ELE	16297	24	0.88	0.87	0.89	0.89	0.88	0.88	0.87
20250	LA MESA-SPRING VL CT	14245	12	0.96	0.98	0.00	0.98	0.00	0.96	0.96
6810	CAJON VALLEY UNION ELEM	13015	7	0.98	0.99	0.00	0.99	0.00	0.98	0.00
31530	POWAY CITY UNIF	9540	4	0.99	0.99	0.00	1.00	0.00	0.99	0.00
35880	SANTEE ELEM	7272	6	0.98	0.98	0.00	0.99	0.00	0.98	0.00
37380	SOUTH BAY UNION ELEM	5712	24	0.98	0.97	0.00	0.97	0.98	0.98	0.98
12900	ESCONDIDO UNION HIGH	5421	12	0.99	0.98	0.00	0.98	0.98	0.99	0.99
26670	NATIONAL ELEMENTARY	4732	47	0.95	0.93	0.92	0.93	0.92	0.95	0.94
20730	LAKESIDE UNION ELEM	4002	7	0.99	0.99	0.00	0.98	0.00	0.99	1.00
21330	LEMON GROVE ELEMENTA	3854	19	0.99	0.99	0.00	0.99	0.99	0.99	0.99
34380	SAN DIEGUITO UNION HIGH	3750	11	0.99	0.99	0.00	0.99	0.99	0.99	0.99
35220	SAN YSIDRO ELEMENTAR	2406	83	0.92	0.99	0.99	0.00	0.00	0.92	0.93
7470	CARDIFF ELEMENTARY	608	12	0.99	0.99	0.00	0.00	0.00	0.99	0.99

CALIFORNIA 14 **********

SMSA NUMBER	ENROLLMENT	%MINORITY ENTIRE AREA	%MINORITY ENTIRE SUBURB	NUMBER SUBURBS	ACTUAL DI AREA	ACTUAL DI SUBS	DI-INTEGRATION SUBS UNLY	CITY SUBS	CITY RING	SEGREGATION CONTRIBUTION WITHIN SUBRBS	WITHIN CITY	WITHIN SUBURBS	BTWN SUBURBS
7360	113281	57	27	5	0.79	0.92	0.81	0.86	0.86	7	23	67	2

AREA DI ASSUMING INTERDISTRICT TRANSFER PROHIBITED: 0.93

	DISTRICT NAME	ENROLLMENT	% MINORITY	DI	DI HISTORY 68	69	70	71	72	73
1434410	SAN FRANCISCO UNIFIE	81970	68	0.92	0.78	0.78	0.79	0.91	0.92	0.94
37530	SOUTH SAN FRANCISCO	13358	23	0.98	0.97	0.00	0.97	0.98	0.98	0.96
18840	JEFFERSON ELEMENTARY	8874	34	0.88	0.86	0.89	0.87	0.90	0.88	0.90
18930	JEFFERSON UNION HIGH	7837	25	0.92	0.93	0.00	0.94	0.94	0.92	0.90
6060	BRISBANE ELEMENTARY	772	23	1.00	1.00	0.00	1.00	0.98	1.00	0.97
4200	BAYSHORE ELEMENTARY	470	58	0.99	0.89	0.00	0.00	0.00	0.99	1.00